

Pinellas County Schools

SANDY LANE ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department’s SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Promote scholars to dream, believe, and achieve their personal, academic, and social-emotional goals through the arts.

Provide the school's vision statement

100% Student Success

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Kelly Austin

Position Title

Principal

Job Duties and Responsibilities

Oversee implementation of the SIP

Leadership Team Member #2

Employee's Name

Danny Boulieris

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist with overseeing of the SIP.

Leadership Team Member #3

Employee's Name

Christina Murphy-Santana

Position Title

Math Coach

Job Duties and Responsibilities

Oversee the math portion of the SIP

Leadership Team Member #4

Employee's Name

Celimar Rodriguez

Position Title

Science and Technology Coach

Job Duties and Responsibilities

Oversee the science and tech goals of the SIP

Leadership Team Member #5

Employee's Name

Pamela Richardson

Position Title

ISD for Magnet and Arts Integration

Job Duties and Responsibilities

Oversee the magnet program, arts integration, and foster the culture/climate goal of SIP.

Leadership Team Member #6

Employee's Name

Veronica Scheibner

Position Title

K - 2 Early Literacy Coach

Job Duties and Responsibilities

Support and coach the ELA goals with K - 2 teachers.

Leadership Team Member #7

Employee's Name

Melissa Walls

Position Title

MTSS Student Services

Job Duties and Responsibilities

Oversee climate/culture on SIP.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

At the end of the 23/24 school year, feedback was pulled from surveys and staff meetings, along with our SAC which includes families and community leaders regarding the development of the School Improvement Plan for the 24/25 school year. The Instructional Leadership Team (ILT) will meet weekly throughout the 24/25 school year to ensure that the SIP is followed. In January of 2025 revisions will be made based on student data. Revisions will be determined with staff through a collaborative carousel activity. Recommendations will be determined and presented to the SAC committee and their input will also be considered. Once all scores are available, the ILT will meet to finalize decisions based on the feedback from all stakeholders in alignment with student data.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

All of our instructional practices, planning, and community building are grounded in our School Improvement Plan. We use a variety of assessments to monitor and track data. Using this information every quarter helps to assist us in revising the SIP throughout the school year.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	84.1%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: C* 2021-22: C 2020-21: 2019-20: D

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	17	16	12	22	18				85
One or more suspensions	0	0	1	1	0	4				6
Course failure in English Language Arts (ELA)	0	0	0	1	0	4				5
Course failure in Math	0	0	0	2	0	0				2
Level 1 on statewide ELA assessment	0	0	0	4	7	9				20
Level 1 on statewide Math assessment	0	0	0	1	8	22				31
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	0	5	9	4						18
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	3	2	6	2					13

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	3	8	15				26

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	5	0	3	0	0				8
Students retained two or more times	0	0	0	2	0	0				2

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	20	12	18	12	14				77
One or more suspensions				2	4	6				12
Course failure in ELA	1			1		6				8
Course failure in Math	1			3		5				9
Level 1 on statewide ELA assessment				8	12	6				26
Level 1 on statewide Math assessment				14	19	12				45
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	3	4	6	1						20

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	3	1	12	12	10				41

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	8		3						12
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024		2023		2022**	
	SCHOOL	DISTRICT†	SCHOOL	DISTRICT†	SCHOOL	DISTRICT†
ELA Achievement *	55		43	54	32	55
ELA Grade 3 Achievement **	67		60	54	56	55
ELA Learning Gains	60				56	
ELA Learning Gains Lowest 25%	85				52	
Math Achievement *	51		38	61	44	51
Math Learning Gains	47				68	
Math Learning Gains Lowest 25%	55				70	
Science Achievement *	55		38	62	40	62
Social Studies Achievement *						65
Graduation Rate						57
Middle School Acceleration						52
College and Career Readiness						80
ELP Progress	55		47	64	71	

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	475
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
59%	45%	54%	40%		42%	41%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	42%	No		
English Language Learners	55%	No		
Black/African American Students	54%	No		
Hispanic Students	61%	No		
White Students	75%	No		
Economically Disadvantaged Students	60%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	26%	Yes	1	1

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	47%	No		
Black/African American Students	40%	Yes	1	
Hispanic Students	39%	Yes	1	
White Students	64%	No		
Economically Disadvantaged Students	44%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	42%	No		
English Language Learners	71%	No		
Native American Students				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Asian Students				
Black/African American Students	50%	No		
Hispanic Students	64%	No		
Multiracial Students	25%	Yes	1	1
Pacific Islander Students				
White Students	62%	No		
Economically Disadvantaged Students	54%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	55%	67%	60%	85%	51%	47%	55%	55%					55%
Students With Disabilities	43%		43%		45%	38%							
English Language Learners	42%				67%								
Black/African American Students	46%	63%	59%	91%	37%	45%	53%	36%					
Hispanic Students	50%	57%	62%		69%	69%							
White Students	83%				67%								
Economically Disadvantaged Students	54%	66%	64%	84%	52%	48%	58%	54%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	43%	60%			38%			38%					47%
Students With Disabilities	26%	40%			26%			10%					
English Language Learners													47%
Black/African American Students	39%	58%			32%			31%					
Hispanic Students	35%				35%								47%
White Students	67%				60%								
Economically Disadvantaged Students	44%	59%			37%			37%					42%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	32%		56%	52%	44%	68%	70%	40%					71%
Students With Disabilities	17%		58%		24%	70%							
English Language Learners													71%
Native American Students													
Asian Students													
Black/African American Students	22%		58%	53%	38%	67%	86%	29%					
Hispanic Students	53%				69%								69%
Multiracial Students	20%				30%								
Pacific Islander Students													
White Students	61%		60%		58%	70%							
Economically Disadvantaged Students	32%		54%	50%	43%	67%	68%	37%					83%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was Reading. Actions that contributed to the increase includes PELI (early literacy initiatives), interventions that used a continuous cycle of improvement approach, common language in core instruction with differentiated groups based on formative assessments in all grade levels, common planning with teams, coaching/modeling and follow up.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component with the lowest performance was the L25 Math gains in Kindergarten, 1st, 2nd, and 4th grades. The contributing factors was not having a diagnostic to determine the gaps that need to be filled in mathematics, as we have in reading. Time is also a factor in being able to plan for differentiated instruction for the students who have significant gaps.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that had greatest decline was our 4th grade cohort in math. In 22/23, 53% of that cohort was a level 3+ on the FAST assessment. At the end of 23/24, the math proficiency was 41%, the learning gains were 43%, with the L25 learning gains at 36%. Part of the decline can be attributed to the transiency of the population in that cohort. Another factor is the extreme difference between the levels of proficiency and the time to meet the needs of each and every student to fill gaps. We also believe there is a disconnect between the 3rd grade and 4th grade benchmarks that we are working to identify.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap compared to the state average was Math in 4th and 5th grades. However, 5th grade had much higher learning gains both total and in L25 in comparison to 4th grade. Therefore, the 4th grade gap in math is considered the greatest area of need. %. Part of the decline can be attributed to the transiency of the population in that cohort. Another factor is the extreme difference between the levels of proficiency and the time to meet the needs of each and every student to fill gaps. We also believe there is a disconnect between the 3rd grade and 4th grade benchmarks that we are working to identify.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our biggest areas of concern include math proficiency in 4th and 5th grade and the L25 learning gains in Kindergarten, 1st grade, 2nd grade, and 4th grade.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Increasing content knowledge in all content areas, all grade levels
2. Math proficiency in 4th and 5th grade
3. L25 Math data school-wide
4. Writing K – 5
5. 1st and 2nd grades L25 reading data

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

We will be focusing on integration of science within the ELA block, in order to read, write, listen, and speak about science content. After research in the 23/24 school year, we found that many students from poverty have a knowledge gap. In order to fill this gap, we believe that integration of science benchmarks across the day is an important step to increasing our proficiency rate in science.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We will increase our science proficiency rate from 54% to 64% as measured by the SSA.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will occur by admin/coaches participating in collaborative planning with grade level teams. Walkthroughs in classrooms will help monitor that the instruction is being implemented as planned. Student artifacts will be used to monitor student mastery of the content.

Person responsible for monitoring outcome

Kelly Austin

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Systematic instruction across all grade levels that includes integrating science content across the day including the ELA block.

Rationale:**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning

Person Monitoring:

Kelly Austin

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Grade level teams will meet to integrate the Science benchmarks and the ELA benchmarks across a unit of study. The leadership team will support this work by attending the collaborative planning and then complete walkthroughs for fidelity of implementation.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In ELA, we will be focusing on increasing content knowledge across the sciences and social studies benchmarks through a thematic approach that includes writing across all content areas. After researching Scarborough's Rope for many years, we spent time studying the language comprehension side of the rope this past year. In our research, we found that background knowledge around a topic is critical for a person to comprehend new information. The research shows that children that come from low-socioeconomic backgrounds may lack the background knowledge needed in order for new content to take a meaningful hold in their brains. From our own observations in the classrooms, many of the students struggled with science/social studies topics because they did not have any prior content knowledge on the topic. In order for students to write knowledgeably about a topic, they must have a strong understanding of the content. A thematic approach would support building of content knowledge across the school day in multiple subject areas. Gaining this knowledge will allow the students to write about their new knowledge.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

We will increase the percent of students proficient in reading at each grade level by 10 points as measured by PM3 Data. Below are the measurable outcome goals for each grade level in ELA.

Kinder: 82% to 92%

1st grade: 55% to 65%

2nd grade: 51% to 61%

3rd grade: 65% to 75%

4th grade: 47% to 57%

5th grade: 47% to 57%

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will occur by admin/coaches participating in collaborative planning with grade level teams. Walkthroughs in classrooms will help monitor that the instruction is being implemented as planned. Student artifacts will be used to monitor student mastery of the content.

Person responsible for monitoring outcome

Kelly Austin, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Systematic explicit literacy instruction across all grade level using resources aligned to the Science of Reading.

Rationale:

Our teachers need to be provided with the tools and knowledge to determine areas of strength and areas of growth needed for each and every scholar. They also need to have the skillset to implement the instruction needed to move scholars forward with both sides of Scarborough's Rope.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Data-based PLC and Collaborative Planning

Person Monitoring:

Kelly Austin

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All PLC's will be used for problem-solving using data. Follow-up PLC's will be scheduled to see outcome of the problem-solving. All collaborative planning sessions will use a team approach to design standards-based lessons in a sequential order with daily formatives built in for determining small groups.

Action Step #2

Professional development for knowledge/content building

Person Monitoring:

Kelly Austin

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

ELA teaching/learning will include an integration of science or social studies benchmarks. Prior knowledge needed to understand the depth of the content knowledge will be determined and pre-taught prior to beginning grade level benchmarks.

Action Step #3

Writing professional development

Person Monitoring:

Kelly Austin

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School-wide book study: The Writing Revolution will be conducted. This book will bring staff together on how to teach all scholars writing in every content and every grade level. We will develop common language and use student writing samples to grow our practice.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The data component with the lowest performance was the L25 Math gains in Kindergarten, 1st, 2nd, and 4th grades. The contributing factors was not having a diagnostic to determine the gaps that need to be filled in mathematics, as we have in reading. Time is also a factor in being able to plan for differentiated instruction for the students who have significant gaps. Our L25 data in 4 of the 6 grade levels, along with learning gains and proficiency in our incoming 5th grade cohort are showing the greatest need in the coming year.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We will increase our math proficiency from 51% to 61% as measured by the PM3 cycle.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will occur by admin/coaches participating in collaborative planning with grade level teams. Walkthroughs in classrooms will help monitor that the instruction is being implemented as planned. Student artifacts will be used to monitor student mastery of the content.

Person responsible for monitoring outcome

Christina Murphy-Santana

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Systematic instruction across all grade levels that includes small group instruction based on diagnostic assessments, fluency groups, and differentiated pop-up small groups for core instruction.

Rationale:

Our teachers need a diagnostic tool to determine foundational gaps prior to introducing new grade level benchmarks. Small groups can be formed and bridge the gaps prior to the new knowledge being taught. Fluency allows students to solve problems more efficiently so the real brain work can occur on the actual real-world problems we provide them. Pop-up small groups are a simple, yet effective way to give differentiated work to scholars to meet their needs without losing the integrity of the benchmarks.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Small groups based on diagnostic tool

Person Monitoring:**By When/Frequency:**

Christina Murphy-Santana

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Reveal diagnostic will be given to students in all grade levels a week before the launch of a new unit. This data will be used to assign lessons in Reveal and for the teacher to pull small groups to fill gaps prior to the connecting lessons with the new benchmarks (unit). Formative assessments and end of unit assessments will be used to monitor, along with leadership walkthrough data.

Action Step #2

Fluency tracking

Person Monitoring:

Christina Murphy-Santana

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Each grade level will determine what they will track in math fluency and develop a visual for scholars to set goals and action steps. Staff will monitor and provide recognitions as scholars meet goals. This will be monitored by the visuals with scholars in each classroom by the leadership team.

Action Step #3

Pop-Up Small Groups

Person Monitoring:

Christina Murphy-Santana

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Pop-up small groups will be created at collaborative planning to differentiate the needs of scholars, while also maintaining the integrity of the benchmarks. This will be monitored with OPM and classroom walkthrough data.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Currently, only 38% of our SWD scholars are proficient in reading. In order to increase the number of scholars proficient, we need to provide explicit interventions based on foundational gaps, while also providing specially designed instruction during core lessons.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We will increase the percent of SWD scholars proficient in reading from 38% to 50% as measured by

PM3 data.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will occur by admin/coaches participating in collaborative planning with grade level teams to include ESE teacher.

Walkthroughs in classrooms will help monitor that the instruction is being implemented as planned. Student artifacts will be used to monitor student mastery of the content.

Person responsible for monitoring outcome

Kelly Austin

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Collaborative planning and PLCs between the general education teachers and the ESE teacher will be done so that specially designed instruction can be discussed, planned for, and implemented by any teacher that is working with the scholars. A member of the leadership team will be part of the planning/PLCs to monitor, along with OPM and walkthroughs.

Rationale:

ESE students require remediation and skill development in order to meet the BEST standards through collaborative planning and appropriate scaffolding of grade level material alongside the gen ed teacher.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Provide opportunities for the ESE/Gen Ed teachers to collaborate and plan for differentiated instruction and support delivery of services.

Person Monitoring:

Kelly Austin

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Calendar out the collaborative planning/PLCs and identify which the ESE teacher should most attend. Leadership team will assist at the planning/PLC and then use walkthroughs to ensure fidelity.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In review of the data from 23/24 school year, we had an increase in proficiency and learning gains in our black subgroup, yet there is still a gap between the black and nonblack subgroups.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We will increase proficiency of our black subgroup by 10 points as measured by FAST/SSA.

Reading will increase from 47% to 57%

Math will increase from 40% to 50%

Science will increase from 43% to 53%

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will occur by admin/coaches participating in collaborative planning with grade level teams.

Walkthroughs in classrooms will help monitor that the instruction is being implemented as planned.

Student artifacts will be used to monitor student mastery of the content.

Person responsible for monitoring outcome

Danny Boulieris

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

We will begin a leadership mentoring program with our intermediate black scholars and our primary black scholars.

Rationale:

We have found that many of our intermediate aged black scholars have low self-esteem. In order to combat this, we will begin a mentoring program in which they are the leaders that are mentoring some of our youngest scholars. We believe putting them in a leadership position will give them an opportunity for positive power that will reverse their low self-esteem.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Mentoring Club

Person Monitoring:

Danny Boulieris

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Bi-monthly mentoring club will meet during the school day with identified 4th and 5th grade black scholars. The actions at the club meeting will be to coach them on how to peer mentor our youngest scholars. We will then provide time 2x per week for the mentor to meet with their mentee and support them in their goal setting and action steps, providing advice, support, and recognition for meeting goals.

Area of Focus #6

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

No Answer Entered

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In grades 3 - 5, we will be focusing on increasing content knowledge across the sciences and social studies benchmarks through a thematic approach that includes writing across all content areas. After researching Scarborough's Rope for many years, we spent time studying the language comprehension side of the rope this past year. In our research, we found that background knowledge around a topic is critical for a person to comprehend new information and then be able to write

knowledgeably about a topic.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Teachers will use integration of content areas into their ELA curriculum by building content knowledge (background knowledge) and having students read about specific topics and then write knowledgeably about those topics.

Grades K-2: Measurable Outcome(s)

No Answer Entered

Grades 3-5: Measurable Outcome(s)

We will increase the percent of students proficient from 47% to 57% in ELA as measured by PM3 FAST Data.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will occur by admin/coaches participating in collaborative planning with grade level teams. Walkthroughs in classrooms will help monitor that the instruction is being implemented as planned. Student artifacts will be used to monitor student mastery of the content.

Person responsible for monitoring outcome

Kelly Austin

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Systematic explicit literacy instruction across all grade level using resources aligned to the Science of Reading.

Rationale:

Our teachers need to be provided with the tools and knowledge to determine areas of strength and areas of growth needed for each and every scholar. They also need to have the skillset to implement the instruction needed to move scholars forward with both sides of Scarborough's Rope, with an emphasis on language comprehension and writing.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Data-based PLC and Collaborative Planning

Person Monitoring:

Kelly Austin

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All PLC's will be used for problem-solving using data. Follow-up PLC's will be scheduled to see outcome of the problem-solving. All collaborative planning sessions will use a team approach to design standards-based lessons in a sequential order with daily formatives built in for determining small groups

Action Step #2

Professional development for content/knowledge building

Person Monitoring:

Kelly Austin

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

ELA teaching/learning will include an integration of science or social studies benchmarks. Prior knowledge needed to understand the depth of the content knowledge will be determined and pre-taught prior to beginning grade level benchmarks

Action Step #3

Writing professional development

Person Monitoring:

Kelly Austin

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School-wide book study: The Writing Revolution will be conducted. This book will bring staff together on how to teach all scholars writing in every content and every grade level. We will develop common language and use student writing samples to grow our practice.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Positive culture and environment is critical for students to want to attend school regularly and on time. To continue the positive culture/environment, we need to be intentional with our community building, high expectations, and the student experience within the classroom each day. This connection will motivate students to come regularly and on time. The following includes the percent of students who were absent more than 10% of the school days across the last several years:

2020: 56%

2021: 45%

2022: 33%

2023: 39%

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We will decrease the number of students absent more than 10% of the school year from 39% to 29%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The CST will hold bi-monthly meetings to review data and interventions in order to best support the barriers the student and their family may be having. The CST dashboard will track the action plans within Data Analytics. This year, we are also adding a Tier 1 Attendance recognition within our PBIS which will require us to review the positive data by student each Friday of the school year.

Person responsible for monitoring outcome

Melissa Walls

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

1. Community building and student experiences built into each day's lessons along with high expectations and goal setting will be used as our main intervention. This intervention will increase the

scholars' motivation to come to school each day, on time. 2. Tier 1 attendance recognition each week will occur through our PBIS documentation in Focus. Scholars will earn 5 points if they came to school on time each day of that week. Points are used to buy high interest items from the school store. The rewards are also shown in Focus so parents can see the recognitions.

Rationale:

Community building builds a culture of teamwork and openness in which all scholars feel safe and comfortable to learn and grow with a “team-like” approach to the environment. Student experiences motivate scholars to want to be at school each day and on time so they don't miss out on learning opportunities that are fun and engaging. The Tier 1 recognition allows scholars to feel successful at school by coming to school on time each week. It also is used to communicate to families when their child earns the recognition.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Tier 1 attendance recognition each week will occur through our PBIS documentation in Focus.

Person Monitoring:

Melissa Walls

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Each Friday, the social worker will pull a report for the week and give 5 PBIS points to any scholar who was on time each day that week. Parents will be notified via Focus app. Focus will be our monitoring tool.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

As a Title 1 School, this information is in the Communication and/or Accessibility sections of the Parent & Family Engagement Plan (PFEP) describing the sharing of the SWP. We also communicate through the following:

- State of the School
- Social Media Posts
- Parent Station
- SAC Meetings
- FOCUS messages
- Website: <https://www.pcsb.org/sandylane-es>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

In addition to the PFEP, located at our school website, <https://www.pcsb.org/sandylane-es>, we also have a compact we use with families at the first family event. This compact includes all the ways that the teacher, the student, and the family will work together to meet the needs of the child. All members

sign the compact. The compact is revisited with the parent/child/teacher after each major cycle of testing. We hold a few family engagement events each year where we foster relationships with families by showing parents how they can work with their child academically and so we can keep communication open throughout the school year.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

We conduct a gap analysis, a root cause analysis, and then complete a Comprehensive Action Plan.

The following priority strategies were identified from this work:

In regards to data analysis and planning: 1. Calendar out the data analysis topics on a monthly basis based on when new data will arrive. For example, the previous month's behavior data could be the focus for the first ILT/PLC each month. The pacing calendar would be utilized to determine subject area PLC data review. 1. Continue weekly ILT and PLC meetings with a planned agenda that reviews the previous week's action step results. 2. Calendar out the action step deadlines and monitor the effectiveness with each teacher at PLC. 3. Increase the analyzing of formative assessments at PLC to include student work, rather than waiting for end of unit assessments. 4. After unit assessments, continue to use the data to spiral review rather than waiting for the end of year assessment and "cramming" a few weeks before. 5. One big area of growth that we will work on is knowledge building in content areas. We have done research and the research shows that much of the achievement gap occurs because students who come from low SES background lack opportunities to learn about science/social studies topics. We will be working on building background of our themes in ELA prior to asking students to apply the knowledge they are learning. 6. In mathematics, we are building differentiated assignments for students within spiral review so that we are meeting the needs of all kinds of learners, from striving to enrichment. It is also critical to be sure we are maintaining the integrity of the benchmarks when developing the differentiated assignments.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

We coordinate with federal programs and community partners to ensure that wraparound services are leveraged to support families and students. We have increased the number of lunch pal mentors for our scholars. We have partnered with Holy Trinity Church who have members who come to read with our scholars and provide school supplies and backpacks for scholars to have at home to do

academics. We partnered with Clearwater PD for bicycle safety. We have a Suncoast mental health specialist who provides counseling to several scholars across the week through the parents' health insurance. A family navigator is in place part time to support families with jobs, food, housing, and attendance of their scholars.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00